

MODULE 2

USING REFLECTION

This module contains two sections:

- Mentor-Coach Forum on Reflection
- Tutored Video Instruction (TVI).

LEARNING OUTCOMES

By completing this module, you will:

- Deepen awareness of the stages of children’s language development
- Gain useful information for helping protégés support language development in infants, toddlers, and preschoolers
- Understand the role that reflection plays in supporting protégés’ professional development
- Know the function and purpose of reflective conferences
- Learn how to plan, conduct, and analyze reflective conferences.

I. MENTOR-COACH FORUM ON REFLECTION

CONTEXT

The Mentor-Coach Forum is an opportunity for your group to reconnect after completing the previous unit's work. It begins with an activity designed to get you thinking and talking about quality conversations—a key ingredient in children's language development. The subsequent activities give you a chance to process the exercises in Module 4 of Unit 2 and the Module 1 Self-Assessment for this unit.



It was a non-threatening situation for teachers. The feedback was a lot more open, and it really formulated into more of a partnership. They were not afraid of talking about their needs.

—Mentor-Coach

INTRODUCTION TO THE MODULE

Reflection is a powerful process through which Mentor-Coaches help protégés to examine and enhance their own practice. Today's *Steps to Success* topic is the use of reflection to promote professional growth and development. During today's TVI, you will continue to explore the steps in the Professional Conferencing Process: preparing for and conducting the reflective conference and the post-conference analysis. You will have an opportunity to consider strategies you can use to encourage protégés' reflection on their practices.

Protégés take a leading, active role in conferences. Together, you and your protégés reflect, learn, and plan. Helping protégés to reflect on their work supports their professional growth. When protégés focus on the relationship between their teaching approaches and children's learning, they can identify ways to change and improve their practice.

Today you will also be taking a brief look at children's language development from infancy through preschool age. It is vital for you as a Mentor-Coach to be well-versed in this content area so that you can help protégés develop and use effective strategies for promoting language development.

Before beginning the TVI, you will have an opportunity to share what you learned from the exercises you completed in Module 4 of Unit 2 and Module 1 of this unit. Your facilitator will lead a discussion about your experiences in conducting an observation with a colleague and ways to build consistency in observation throughout your program. You will also discuss the self-assessment you just completed.

SHARING AN EARLY CHILDHOOD EXPERIENCE

Remember an experience in which you had a good conversation with a child. This conversation might have taken place in a preschool setting or in your personal life. You might have talked with the child about a recent accomplishment, something you observed the child doing, or a favorite book. Reflect on the qualities that made it a good conversation.

1. What was the setting like?

2. How did the setting and emotional tone contribute to the quality of the conversation?

3. How did you show interest in what the child had to say?

4. What did you say and do to encourage the child's participation in the conversation?

5. How did you promote the child's language development?

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SELF-ASSESSMENT

In Module 1, you assessed your knowledge of children's language development. You also began to assess your skills in helping protégés to use this information in the most effective way. Throughout this group discussion of self-assessment, you will reflect on your knowledge, current practices, and ways you can support your protégés. Consider these questions:

1. What did you learn about your knowledge of teaching practices related to children's language development?

2. Based on this self-assessment, what are some skills you would like to practice? What knowledge do you want to acquire?

3. How will these skills and knowledge influence your work as a Mentor-Coach?

4. What resources on language and literacy development have you found to be useful in your work?

ACHIEVING RELIABILITY

In Module 4 of Unit 2, you and another Mentor-Coach jointly observed a protégé. This exercise was designed to help you build consistency in your observations. You also had the chance to take part in an optional activity—meeting with a program manager to discuss how your program could help all of its observers to be consistent in conducting observations.

Think about what you learned from conducting the joint observation.

1. What did you learn about yourself as an observer?

2. What changes will you make in your own observation practices as a result of your experience?

Think about what you learned from your meeting with the program manager.

1. What ideas emerged from your discussion about building consistency in observation?

2. What ideas will you implement first?

II. TUTORED VIDEO INSTRUCTION ON REFLECTION

CONTEXT

Reflective conferencing is an effective strategy for building protégés' ownership of their professional growth while focusing on the relationship between their practice and children's learning. In this module, you will continue to learn about the steps of the Professional Conferencing Process by focusing how to plan and conduct reflective conferences. You will see video examples of Mentor-Coaches and protégés engaged in these activities, and you will participate in a number of exercises designed to build your skills. In addition, you will review important aspects of language development in young children. This review will emphasize the relationship of language development to literacy and the importance of positive interactions between protégés and children. This module will help you build your capacity to guide your protégés' reflection through analysis of classroom events, addressing their challenges, and planning the next steps in their development.



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THE IMPORTANCE OF LANGUAGE DEVELOPMENT

VIDEO CLIP: Language Development Continuum

This video is a montage illustrating the continuum of children's language development from birth through age five. The clips show children using language to communicate and adult-child interactions that foster language development.

As demonstrated, language plays an important role in early literacy. Listening, speaking, understanding, and communicating are essential skills for children to have as they explore writing and reading.

Children's acquisition of language skills is largely influenced by their interactions with adults. In home-based programs, protégés work with family members to help them understand the critical role they play in supporting children's language development. Protégés in center-based programs play a large part in directly helping children to learn and use language.

There are many appropriate strategies that protégés can use to support children’s language development both in classrooms and in homes. **STEP-Doc 3.2a: Stages of Language Development**, gives examples of the ways adults can support language development at various ages. Through reflective conferencing Mentor-Coaches can support protégés’ skills in promoting children’s language development.

Language Development

- Is one of the most important tasks in the first five years of a child’s life
- Strongly predicts later success in learning to read and write
- Includes receptive skills (listening and understanding) and expressive skills (speaking and communicating)
- Is highly dependent on interactions with adults
- Is linked to children’s learning in other areas, including social relationships and emotional development.

LANGUAGE DEVELOPMENT IN INFANTS AND TODDLERS

Early language development and literacy are closely related. Oral language is the basis for written language. Children’s skill with oral language contributes to their success with written language. When we talk about oral language we are talking about how capacities to listen and speak develop into abilities to understand and communicate. **STEP-Doc 3.2a: Stages of Language Development**, gives many examples of infants’ and toddlers’ language abilities.

Look for infants and toddlers to:

- Use verbal and nonverbal forms of communication
- Gradually refine their communication from sounds to words
- Respond to verbal and nonverbal communications.

What protégés and parents can do to support infants and toddlers:

- Make communication fun
- Be responsive to their sounds and gestures
- Use props and gestures to convey meaning.

What Mentor-Coaches can do to support protégés:

- Be knowledgeable about the language development of infants and toddlers
- Model appropriate strategies with children
- Have a variety of resources available to share with protégés.

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VIDEO CLIP: Early Language Development

This video clip shows two examples of fostering early language development. In the first example, a protégé in an Early Head Start program in Wyoming interacts verbally with one of the infants in the program. The second segment, from an Early Head Start program in California, shows the home-based protégé and parent working together to support the child's language development. Both protégés discuss appropriate strategies to encourage children's language development at this age.



LANGUAGE DEVELOPMENT IN PRESCHOOL CHILDREN

The teacher's role is to ask good, open-ended questions that stimulate children's thinking and provoke discussion—to facilitate, orchestrate, and gently guide so that the conversation does not stray too far from the subject, so that every child has a chance to participate, so that children consider the matter at hand with all their critical and creative thinking skills.

— L. Caldwell and B. Fyfe (1997)

Three- and 4-year-old children are continuing to learn language and are also using language to learn. They are expanding their vocabulary and using language for many different purposes. Language-rich environments, at home and at school, play a big part in developing preschoolers' language skills.

Look for preschoolers to:

- Expand their vocabularies
- Use language to express ideas, feelings, and questions
- Initiate conversations.

Protégés can support preschoolers by:

- Planning curriculum-related conversations
- Using new vocabulary in meaningful ways
- Drawing on children's direct experiences.

Mentor-Coaches can support protégés by:

- Helping them understand the importance conversation has in language development
- Modeling strategies for engaging children in conversation
- Focusing on protégé-child conversations during observations.

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VIDEO CLIP: Curriculum-Related Conversation

This video shows a protégé and small group of children in a Head Start program in Ohio. They are engaged in a curriculum-related conversation at mealtime. The protégé planned this conversation as a way of finding out what the children knew about a certain topic. In the course of the conversation, one child shares a personal story related to the topic. The protégé's Mentor-Coach comments on the strategies used to foster the curriculum-related conversation.

LANGUAGE DEVELOPMENT**Engaging Conversations and Implications for Staff**

Consider the relationship between curriculum and language development through conversations.

1. Think about what you know about children's language development. How does this inform curriculum planning?

2. How does this information affect your work as a Mentor-Coach?

USING REFLECTION IN PROFESSIONAL DEVELOPMENT

Reflection means stepping back from the immediate, intense experience of hands-on work and taking the time to wonder what the experience really means.

—R. Parlakian (2001)

In *Steps to Success*, we use the term reflection to mean examining teaching practices in relation to children's early literacy and language learning. This is accomplished in the context of the reflective conference. Throughout the reflective conference Mentor-Coaches use thought-provoking questions to stimulate a protégés' thinking and problem solving. This process can be a very effective way for Mentor-Coaches to support protégés professional development.

Reflective conferencing is effective when Mentor-Coaches and protégés:

- Share a mutual goal of understanding teaching and children's learning
- Equally "own" the reflective process
- Document teaching and learning to help them reflect.

Reflection begins with thought-provoking questions. Here are a few examples:

- “How effective was this conversation in promoting children’s use of new vocabulary words?”
- “I wonder what you thought about Tommy’s response to your question about the butterfly’s wings?”
- “What are some of the challenges you are facing as you think about developing these children’s language skills?”
- “What might you have done differently?”

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VIDEO CLIP: Reflection Examples

This video clip shows a portion of two different reflective conferences. Both conferences are based on formal observation by the Mentor-Coaches. In the first clip, a Mentor-Coach and protégé in a Utah Migrant Head Start program talk about strategies for extending conversations with preschool children. The second segment is from a Head Start program in Alabama. The Mentor-Coach and protégé discuss the protégé's success in meeting her goals for children's language development.

Connecting Reflective Conferencing to Your Own Experience

The facilitator will guide you in a discussion about your own experiences with reflective conferencing. Consider these questions:

1. How are the examples of reflective conferencing seen in the video similar to the way you have done conferences in the past? How do they differ?

2. How have you encouraged reflection in your work? Did the reflection help to support professional development?



STEP 3: POST-OBSERVATION ANALYSIS

Preparing for a Reflective Conference

Planning is the key to effective reflective conferences. Mentor-Coaches need to consider the evidence from the teaching and learning they observed that is related to the protégé's goals. Then they need to think about how to make the most of the time they will have together. The post-observation analysis (discussed in Unit 2, Module 3), in which the Mentor-Coach considers the strengths, critical events, and patterns observed, is essential. **See STEP-Doc 3.2b: Professional Conferencing Process**, for a review of all the steps in the process.

What Mentor-Coaches Can Do:

- Review the goals of the observation established during the pre-observation conference.
- Review their observation notes and other documentation and decide what to address during the conference.
- Develop a few open-ended questions to guide the reflection.
- Be prepared to probe for more detail and further thinking.
- Prepare to draw the protégé's attention to missed opportunities or challenges she faced.
- Think through several possibilities for the protégés' reaction and how to respond.

What Protégés Can Do:

- Engage in self-reflection on the observed activity and the effectiveness of the strategies they used.
- View a videotape of the observation when available.
- Prepare questions to ask the Mentor-Coach.

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VIDEO CLIP: Post-Observation Analysis

This video shows a Mentor-Coach in a home-based Early Head Start program in Massachusetts. The Mentor-Coach has observed one of the home visitors during the weekly socialization group. She has videotaped the observation and reviews the tape as part of her preparation for the reflective conference. She reflects on the strengths of this protégé and identifies a challenge that she wants to discuss during their conference.

STEP 3: POST-OBSERVATION ANALYSIS

Analyzing Your Classroom Observation

Reflect on the observation you completed in Module 1. Take out your completed observation tool and review your notes. Think about the following three questions and write down your thoughts. Be prepared to share your thoughts with other members of your group.

1. What did you learn about how this protégé promotes children's language development?

2. What were some important and effective strategies the protégé used to:

- Encourage children to take turns in conversation
- Encourage expressive language
- Extend interactions
- Promote vocabulary development
- Encourage listening
- Support the use of more complex language
- Help children to share their feelings, ideas, opinions, and questions?

3. What chances to promote language development did the protégé miss? What else would you like to have seen during the observation?

Planning a Conference with Your Protégé

Now imagine that you are planning a conference with the protégé you observed. Complete the post-observation analysis process by setting realistic goals for the conference. Identify any challenges you want to see addressed, then develop questions to get the process started. Be prepared to share your ideas with others in your group.

1. Based on your analysis of the observation, what goals will you set for this conference?

2. What challenges or missed opportunities do you want to make sure are addressed in the conference?

3. What are some questions you might ask to get the reflection process started?

STEP 4: THE REFLECTIVE CONFERENCE

Guiding Reflection

The Mentor-Coach has three tasks to accomplish in the reflective conference. First, the Mentor-Coach leads the protégé in an analysis of the events observed and guides the protégé’s reflection on the events. Second, the Mentor-Coach identifies and discusses any missed opportunities or teaching challenges observed. Finally, the Mentor-Coach facilitates a discussion about next steps.

To guide the reflective conference, Mentor-Coaches can:

- Begin with a review of the protégé’s goals and use the goals as a way to focus the discussion
- Let the protégé comment first—invite her or him to share thoughts about the observation
- Use thoughtful questions and comments to draw out the protégé’s thoughts and feelings
- Acknowledge the protégé’s insights and strengths
- Help the protégé to connect teaching practices to the children’s learning
- Share thoughts and insights about the observation.

Addressing a Challenge

Productive reflective conferences encourage protégés to analyze missed opportunities and to address the challenges they face when teaching. Protégés often bring up teaching challenges on their own: “When having conversations with children, I know that I tend to jump in too quickly. I need to give certain children more time to respond to my questions.”

If the challenge is less obvious to the protégé, the Mentor-Coach needs to raise the issue. Mentor-Coaches can effectively bring up such challenges by focusing on the protégé’s goals, examining the response of a child or group of children, or pointing out a difference in perspective between the Mentor-Coach and protégé. The goal at this stage is to open up the protégé’s thinking, helping her or him to see a situation from a new perspective.

To challenge the protégé’s thinking, the Mentor-Coach:

- Pursues the protégé’s ideas about missed opportunities or challenges
- Points out missed opportunities that are not evident to the protégé
- Shares her or his own perspective about effective approaches to promoting positive outcomes for children
- Uses questions like “What if . . . ?” or, “How might you . . . ?” to open the protégé’s thinking to new perspectives.

VIDEO CLIP: The Reflective Conference

This video shows the Mentor-Coach and protégé in the previous video engaged in a reflective conference. The Mentor-Coach has completed her post-observation analysis and prepared for the reflective conference. The protégé has also prepared for the conference by viewing the videotape of the observation and doing her own analysis. During the conference, the Mentor-Coach raises a challenge with the protégé and guides the protégé to reflect on the challenge. Together, they strategize a different approach for the protégé to try.

STEP 4: THE REFLECTIVE CONFERENCE**Addressing a Challenge**

Imagine that the protégé in the video clip **The Reflective Conference** had a different response to the Mentor-Coach's challenge. Suppose that she was unable to identify the challenge introduced by the Mentor-Coach.

- 1.** How might the Mentor-Coach respond to the protégé in this situation?

- 2.** What could the Mentor-Coach do to help the protégé see the Mentor-Coach's perspective?

Strategizing Your Approach

Refer back to the activity you completed in this module, **Planning a Conference with Your Protégé**. In this activity, you planned a reflective conference with the protégé you observed. You also identified challenges or missed opportunities to address during your conference. Using what you learned in this segment, strategize an approach for addressing those challenges. Use these questions to guide your thoughts:

1. How will I introduce the challenge if my protégé doesn't bring it up?

2. What approach will I take if my protégé doesn't understand the challenge?

3. What will I say if my protégé's perspective is different from my own?

Concluding the Conference—Planning Next Steps

The final step in the reflective conference is to bring the event to a worthwhile conclusion. With the protégé, the Mentor-Coach reviews the highlights of the conference, including any challenges that arose during the discussion. Together they develop new strategies for improving practices and supporting children’s learning. Planning the next steps with timelines and necessary resources reinforces the ongoing nature of the professional conferencing cycle. Next steps may include such activities as reading about a certain topic, the protégé’s observation of a colleague, the Mentor-Coach’s modeling of a teaching method, joint analysis of child assessment data, or a follow-up observation.

**To conclude the conference,
Mentor-Coaches:**

- Synthesize what has been discussed for mutual agreement
- Plan the next steps with the protégé to meet the protégé’s goals
- Set goals and next steps for their own work with the protégé.

VIDEO CLIP: Concluding the Conference

This video shows the conclusion of the conference between the same Mentor-Coach and protégé. The Mentor-Coach synthesizes the discussion, and together they plan the next steps. The protégé asks the Mentor-Coach to observe her again in four weeks' time, with a focus on the same goal.

The TVI presenters comment on the approach the Mentor-Coach and protégé used to conclude their conference. The TVI continues with a discussion of Step 5: Post-Conference Analysis.

STEP 5: POST-CONFERENCE ANALYSIS

Engaging in Self-Reflection

The final step in the Professional Conferencing Process, the post-observation analysis, allows Mentor-Coaches to reflect on their own practice. They do this by reflecting on the goals for the conference and assessing their effectiveness in meeting these goals. Mentor-Coaches engage in a careful analysis of all aspects of the conference and think about what they will do differently next time.

Mentor-Coaches should also encourage protégés to engage in a similar process of self-reflection.

Mentor-Coaches reflect on their own practice by considering these questions:

- Did I successfully address the goals for the conference?
- How did I help my protégé reflect on her or his teaching practices?
- How effective was I in encouraging my protégé to take initiative during the conference?
- What were some challenges or missed opportunities? How effective was I in addressing these?
- What will I do differently next time?

Protégés can ask themselves:

- Was I adequately prepared for the conference?
- Did I express my thoughts and ideas fully?
- Did I leave any questions unanswered?
- What will I do differently next time?

VIDEO CLIP: Mentor-Coach Reflections

The Mentor-Coach seen in the previous videos reflects on the success of the conference. She analyzes the effectiveness of her approach and shares her thoughts about working with her protégé.

PROFESSIONAL DEVELOPMENT PLAN

Congratulations on completing all five steps of the Professional Conferencing Process! You began in Unit 2 with the first three steps: Pre-Observation Conference, Observation, and Post-Observations Analysis. Now, in Unit 3, you have carefully looked at Step 4: Reflective Conference, and Step 5: Post-Conference Analysis.

This process is designed to help you engage your protégés in a cyclical process of evaluating practice and planning new approaches. At the heart of the process is the task of reflection—a powerful strategy that can build strong connections between teaching and learning. Reflection flourishes when you and your protégés have positive, trusting relationships. By skillfully guiding your protégés to reflect on their practice, you support their professional development in the most meaningful way.

Mentor-Coaches promote the principles of reflective conferencing by:

- Building and maintaining a culturally and linguistically positive relationship with the protégé
- Encouraging and valuing the protégé’s voice
- Skillfully guiding the protégé’s reflection
- Building on the protégé’s strengths
- Challenging the protégé’s thinking
- Focusing on manageable, agreed upon goals.

Think back on the learning outcomes of this module:

- Deepening awareness of the stages of children’s language development
- Gaining useful information for helping protégés support language development in infants, toddlers, and preschoolers
- Understanding the role that reflection plays in supporting protégés’ professional development
- Knowing the function and purpose of reflective conferences
- Learning how to plan, conduct, and analyze reflective conferences.

Take a few moments to reflect on these questions:

1. How does the Professional Conferencing Process compare to your current practice as a Mentor-Coach? What elements are you currently using? What will you change?

2. What do you consider your biggest challenge in conducting a reflective conference? How might you address your challenge?

Based on your reflections, revisit your Professional Development Plan and make any necessary updates.

WRAP-UP

Note the time and location of the next Steps to Success session (Unit 3 Module 3).

Remember that there are Unit 3 References at the end of this manual that may help you as you address items in your Self-Assessment and Professional Development Plan.

STEP-Doc 3.2a—Stages of Language Development

(Adapted from U.S. Department of Health and Human Services, Administration for Children and Families. (2001). Training Guides for the Head Start Learning Community—Emerging Literacy: Linking Social Competence to Learning [pp.C–1 to C–11]. Washington, DC).

		Adults Can:
Birth to 3 Months (Newborns)	<ul style="list-style-type: none"> ➤ Communicate reflexively through crying, fussing, looking, body movements, voice changes, and different facial expressions ➤ Turn head towards familiar voices ➤ Coo, gurgle, and smile to themselves ➤ Coo and smile back and forth with adults 	<ul style="list-style-type: none"> ➤ Respond as if babies know the effect of their sounds and actions ➤ Smile and coo back at babies' smiles and coos, to introduce the give and take of human communications ➤ Recite rhymes and sing songs ➤ Read aloud

		Adults Can:
3 to 8 Months (Babies)	<ul style="list-style-type: none"> ➤ Cry, make sounds, move their bodies, and use facial expressions to communicate (for example, wave their arms when excited) ➤ Understand nonverbal cues, such as smiles and pointing ➤ Respond to simple, familiar requests and to their own names ➤ Begin babbling at 6 or 7 months ➤ Repeat consonants and vowel sounds such as <i>mamama</i> 	<ul style="list-style-type: none"> ➤ Interpret babies' communications and respond accordingly ➤ Play games such as peek-a-boo and make sounds back and forth ➤ Communicate with words and nonverbal cues ➤ Use babies' names when talking with them ➤ Continue to sing, talk, and read to babies
8 to 13 Months (Babies)	<ul style="list-style-type: none"> ➤ Understand that their sounds and actions cause others to respond ➤ Use gestures—pointing, shaking their heads, and looking back and forth at another person—to ask questions, make requests, seek attention, say hello, and get someone to pay attention ➤ Understand the meaning of a few words ➤ Produce long strings of sounds that sound like real words; use some sounds as if they are words ➤ Imitate sounds made by others ➤ Take turns while talking, playing, and singing with another 	<ul style="list-style-type: none"> ➤ Talk to babies about what they seem to be saying ➤ Look at and name things with a baby ➤ Continue using speech and gestures ➤ Sing songs and play games that involve taking turns and handing objects back and forth ➤ Name objects that babies point to

		Adults Can:
12 to 18 Months (Toddlers)	<ul style="list-style-type: none"> ➤ Begin to use single words; about 15-20 single words to refer to people, objects, and actions ➤ Use the same word to mean different things by varying the tone of their voices or adding gestures ➤ Use words too broadly; the same word is used to refer to things with similar characteristics, like <i>doggie</i> for all four-legged animals ➤ Understand and respond to their own name, a few familiar words, and simple requests ➤ Repeat themselves or try a different approach if their communication doesn't get the desired response 	<ul style="list-style-type: none"> ➤ Show excitement when toddlers learn new words ➤ Continue providing names for objects and actions ➤ Respond to toddler's one-word communication by stating it as a full sentence (for example, a child says <i>Mama</i> while pointing at the door. Her teacher responds, <i>That's right. Your mama went to class.</i>) ➤ Continue reading, talking, and singing
18 to 24 Months (Toddlers)	<ul style="list-style-type: none"> ➤ Increase their vocabulary rapidly (from 50 to 200 words) ➤ Use two-word sentences such as <i>Go out</i> or <i>My puppy</i> ➤ Use the same sentence to mean different things (for example, <i>Mommy car</i> can mean <i>That's mommy's car</i> or <i>Mommy, I want to go in your car</i>) ➤ Use negatives (no and not) and questions words (Why, What, and Where) ➤ Understand and respond to many words, simple directions, and questions 	<ul style="list-style-type: none"> ➤ Talk to toddlers as much as possible (Describe what they are doing, what you are doing, what other children are doing) ➤ Name objects, people, actions, and feelings ➤ Ask questions and make requests ➤ Give simple directions ➤ Answer toddlers' questions

		Adults Can:
24 to 36 Months (Toddlers)	<ul style="list-style-type: none"> ➤ Make three-word sentences by combining two-word sentences or adding new words ➤ Continue lengthening sentences to about five words ➤ Recognize that a pause means it is their turn to talk ➤ Begin using more-grammatically correct sentences; use prepositions (<i>in, on</i>); different forms of verbs (<i>-ing verbs</i>); plurals (add <i>s</i> to words); pronouns (<i>me, she, he</i>); articles (<i>the, a</i>) and conjunctions (<i>and</i>); “wh-” questions ➤ Understand and use concept words such as in/out, over/under, big/little, top/bottom ➤ Follow two-step directions ➤ Follow simple stories 	<ul style="list-style-type: none"> ➤ Hold longer and more complicated conversations with children ➤ Restate children’s words using standard grammar (for example, if a child says, <i>No want juice</i>, say, <i>You don’t want any juice?</i>). It is not necessary to correct children’s mistakes. Children will master standard forms of grammar when they have had many opportunities to listen to and use language ➤ Encourage children to use words to tell others how they feel or what they want

		Adults Can:
3 to 5 years (Preschoolers)	<ul style="list-style-type: none"> ➤ Expand vocabulary rapidly (up to 5,000 words) ➤ Use sentences more than four words long ➤ Speak in more-complex sentences using different parts of speech and link ideas with words such as <i>and, then, because, but</i> ➤ Learn to use pronouns correctly (I, you, he, she, we, they) ➤ Make grammatical mistakes because they do not know the exceptions to the rules ➤ Begin to understand and answer more complex questions like “<i>What would you do if...?</i>” or <i>How many different ways can you think of to...?</i>” ➤ Use language to think, learn, and play with others ➤ Talk about people and things not present ➤ Recall past events and experiences ➤ Imagine what might happen in the future 	<ul style="list-style-type: none"> ➤ Provide many opportunities for children to talk with each other and adults about present, past, and future experiences and events ➤ Encourage children to tell narratives or stories ➤ Tell your own stories and narratives ➤ Ask open-ended questions that can be answered in more than one way and stretch children’s thinking skills (encourage children to speculate, wonder, imagine) ➤ Talk to children about curriculum topics, focus on building vocabulary ➤ Engage children in conversations to help them learn to take turns, allow others to speak, and stay on topic ➤ Make comments and ask questions to help children add more information ➤ Continue to model appropriate grammar by restating children’s words

STEP-Doc 3.2b

**PROFESSIONAL CONFERENCING
GUIDE**

